



Hyb ACE Cymru
ACE Hub Wales

Trauma and ACE-Informed Further Education Sector:

An evaluation of the embedding of
ACE Hub Wales 'Trauma and Adverse
Childhood Experience (TrACE) Informed
Organisation Toolkit' in Further
Education settings across Wales

Acknowledgements

The research in this report was conducted by Meg Aubrey and Frances Brodrick, Paperboat Consulting. The final report was co-written with Paperboat and ACE Hub Wales

The authors would like to thank those who gave their time to contribute to this evaluation.

Funding

ACE Hub Wales was founded in 2017 and was set up to support Wales become a leader in tackling, preventing and mitigating ACEs. ACE Hub Wales promotes the sharing of ideas and learning, and seeks to challenge and change ways of working, to break the cycle of ACEs. ACE Hub Wales is funded by Welsh Government and is hosted by Public Health Wales and is part of the World Health Organisation (WHO) Collaborating Centre on Investment in Health and Wellbeing. Additional funding for the TrACE Further Education Project was provided by the Welsh Government's Post 16 Education Department through their Mental Health and Wellbeing Fund.

Acronyms and Abbreviations

ACEs – Adverse Childhood Experiences

CoP – Community of Practice

PDB – Project Delivery Board

FE – Further Education

HE – Higher Education

HEIs – Higher Education Institutions

TrACE - Trauma and ACE-informed

TtT – Train the Trainer

Table of Contents

1. Background	4
1.1 ACE Hub Wales	4
1.2 The Trauma and ACE-informed (TRACE) Organisational Toolkit	6
2. Work with the Further Education Sector	9
2.1 Flagship Products	10
3. Evaluation Methodology	11
4. Evaluation Findings	12
4.1 Project Management	12
4.2 Supporting the self-assessment and action planning	13
4.3 Training	16
4.4 Collaborative working	16
4.5 Co-production of additional tools	19
4.6 Engagement with the colleges	20
4.7 The role of the Regional Lead	24
5. Summary of Learning	25
6. Recommendations	27
7. Conclusion	29
Appendix 1: Key Informant Interview Schedule	30
Appendix 2: FE Staff Survey	32

1. Background

1.1 ACE Hub Wales

ACE Hub Wales was established in 2017 and is directly funded by Welsh Government to create an environment for large scale, whole system transformation. ACE Hub Wales mission is to challenge and transform ways of working and create a societal shift to break the long-term cycle of ACEs, adversity and trauma.

ACE Hub Wales was established with 5 key goals:

- To share information and knowledge about ACEs, listening and working with partner agencies who engage with communities, children and families to find solutions that will work.
- To share evidence about what organisations can do differently to help prevent and mitigate ACEs, and how they support those who have experiences ACEs or trauma.
- To develop knowledge and skills among professionals, for them to challenge internal and external networks and drive change.
- To facilitate the sharing information and learning and to provide expertise that leads to action.
- To drive change by challenging ways of working throughout Wales.

The Welsh Government's '[Review of Adverse Childhood Experiences \(ACE\) policy: report. How the ACE policy has performed and how it can be developed in the future](#)'¹, published in March 2021, recognised the considerable work that had been done in Wales to raise awareness on the prevalence and impact of ACEs. However, it also identified the need to focus on what professionals, organisations and experts need to do to turn knowledge about ACEs into practice that makes a difference to people's lives. Following the publication of this review, the '[Trauma-Informed Wales: A Societal Approach to Understanding, Preventing and Supporting the Impacts of Trauma and Adversity](#)'² (the Trauma-Informed Wales Framework) was developed and published in 2022³. This sets out an all-society framework for Wales to become a trauma-informed nation, and how everyone has a role to play in this. The Trauma-Informed Wales Framework provides an agreed definition of what 'trauma-informed' means in Wales along with four practice levels and five practice principles.

1 Review of Adverse Childhood Experiences (ACE) policy, [Review of Adverse Childhood Experiences \(ACE\) policy: report \[HTML\] | GOV.WALES](#)

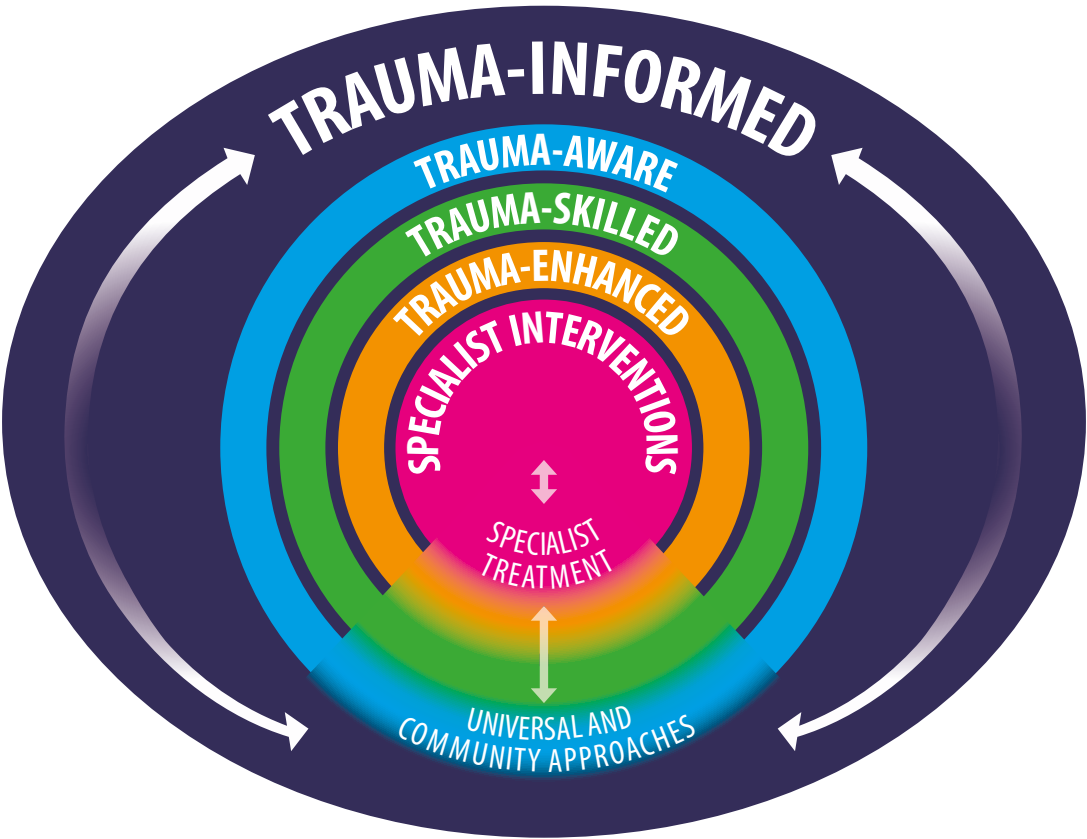
2 Trauma-Informed Wales, [Trauma-Informed Wales \(traumaframeworkcymru.com\)](#)

3 The Trauma-Informed Wales Framework was co-produced with organisations across Wales and supported by Welsh Government. The Framework is now being implemented with a co-delivered programme with ACE Hub Wales and Traumatic Stress Wales as co-leads.

The Wales definition of trauma-informed is:

“A trauma-informed approach recognises that everyone has a role in sensitively facilitating opportunities and life chances for people affected by trauma and adversity. It is an approach where a person, family, community, organisation, service or system takes account of the widespread impact of adversity and trauma and understands potential ways of preventing, healing and overcoming this as an individual or with the support of others, including communities and services. It is where people recognise the multiple presentations of being affected by trauma in individuals, families, communities, staff, and others in organisations and systems across all Welsh society. In this approach knowledge about trauma and its effects are integrated into policies, procedures, and practices. It seeks to actively resist traumatising people again and prevent and mitigate adverse consequences, prioritising physical and emotional safety and commits to ‘do no harm’ in practice and to proactively support and help affected people make their own informed decisions.”⁴

Fig 1: The Four Practice Levels



4 Trauma-Informed Wales: A Societal Approach to Understanding, Preventing and Supporting the Impacts of Trauma and Adversity, Public Health Wales and Traumatic Stress Wales, 2022 p.10

1.2 The Trauma and ACE-informed (TRACE) Organisational Toolkit

The Trauma-Informed Wales Framework recognises the important role that organisations play and describes a trauma-informed organisation as follows:

“Trauma-informed organisations understand that adversity, trauma and distress can occur to anyone and at any point across the life course. They aim to create psychosocially healthy conditions for both the workforce and people they support to minimise exposure to adversity, trauma and distress. They will be confident in understanding what interventions and supportive factors someone may need in place to prevent and mitigate the long-term impact on physical and mental health and wellbeing.

Trauma-informed organisations work most effectively when they facilitate time and resources where they are needed most. They are integrated, person centred and embody the five ways of working of the Wellbeing of Future Generations Act (Wales) 2015.”⁵

The ACE Hub Wales [Trauma and ACE \(TrACE\) Informed Organisational Toolkit](#)⁶ (TrACE Toolkit) was created to provide a practical guide to support organisations to embed a trauma and ACE-informed practice and is a key tool to implement the Trauma-Informed Wales Framework. The TrACE Toolkit operationalises a trauma and ACE-informed approach and focuses on building into, not onto, existing good practice. The TrACE Toolkit supports organisations in identifying where they have existing, embedded ways of working that are already trauma and ACE-informed and where improvements and changes can be made.

The TrACE Toolkit aims to support organisations to reflect on current culture, practice and process and identify activity to implement more trauma-informed and trauma-responsive approaches, resulting in increased ownership for transformational change within their setting. The TrACE Toolkit is not a prescriptive ‘model’ or an ‘intervention’, but it seeks to embed cultural change and therefore requires a long-term commitment across the organisation to truly embed a trauma and ACE-informed approach at an organisational level.

The TrACE Toolkit has a range of tools to help any person, organisation, sector or system to reflect on their current practice and develop strategies to strengthen their trauma and ACE-informed approaches. It is a four-stage process as outlined in Figure 2 below:

5 Trauma-Informed Wales: A Societal Approach to Understanding, Preventing and Supporting the Impacts of Trauma and Adversity, Public Health Wales and Traumatic Stress Wales, 2022 p.8

6 The TrACE Toolkit, [Introducing the TrACE Toolkit into the Further Education Sector - ACE Hub Wales](#)

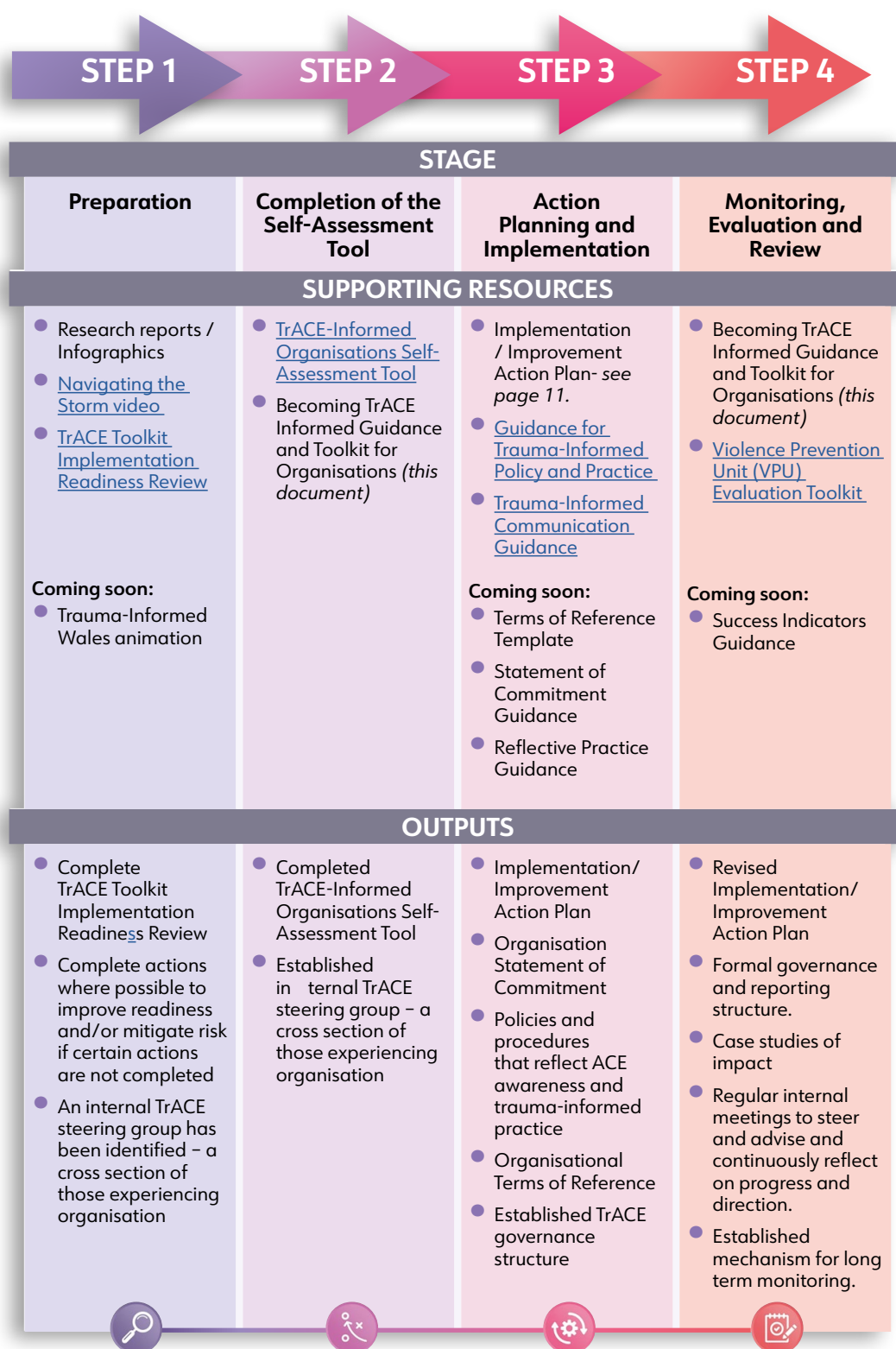


Figure 2: The 4 Stages of the TrACE Process

This four-stage process supports organisations to self-assess and review their current practices and set an action plan to track progress towards embedding a trauma and ACE-informed approach. As part of this process, organisations are encouraged to reflect on six domain areas in and consider what this would look like with a trauma and ACE-informed lens.

Governance, Leadership and Organisational Culture	This domain relates to the overall support for and investment in implementing and sustaining a trauma-informed approach
Policies and procedures	This domain relates to how organisational policies and procedures demonstrate commitment to, and enable internal systems to, reflect the foundational values and principles of trauma-informed practice
Workforce Training and Support	This domain relates to ensuring knowledge and skills within the workforce, enabling trauma-informed principles to be embedded in an ongoing supportive, learning cycle that recognises the importance of the wellbeing and safety of the workforce as set out in the four practice levels
Physical Environment	This domain relates to what the physical and social environments provide to promote safety and the provision of appropriate resources to achieve this. This is about more than one room being used as a calm space, it considers every space that is used from walking in the front door to the toilets and considers things like promotional materials displayed and accessibility requirements
Service Design and Delivery	This domain relates to ensuring trauma-informed principles are incorporated in all aspects of service delivery and that there is commitment to sustain the approach in things like funding strategies
Monitoring and Evaluation	This domain relates to an ongoing monitoring and evaluation process to support the embedding of TrACE approaches, using reflective practice as the underlying principle. Considering how to involve those who experience the organisation in the process is also important, inclusive of those who deliver the service as well as those who receive the service

2. Work with the Further Education Sector

Prior to work commencing with the Further Education (FE) sector, ACE Hub Wales had been working to ensure every school in Wales is inclusive and trauma-informed and that they help children to flourish and have the best start in life⁷. This work was supported by delivering training to make the school environment ACE aware, and then able to confidently respond to trauma, in line with the Welsh Government's aim to ensure pupil inclusion, well-being, behaviour and attendance, directly supporting the development of a whole school approach.

ACE Hub Wales recognised that FE and Higher Education (HE) are vital parts of the whole education system and embarked on a journey with Welsh Government, HE Institutions (HEIs) and FE Colleges to develop a whole system approach that works across sectors and delivers on key priorities.

Following a successful pilot of the TrACE Toolkit with Pembrokeshire College, specific additional funding from Welsh Government's Post-16 Mental Health and Wellbeing Fund enabled ACE Hub Wales to recruit a full time FE Sector Lead who provided support to a further two colleges in Wales to implement the TrACE Toolkit. The main goal of this work was to embed a trauma and ACE-informed approach across the whole college. Following an expression of interest process, Coleg Gwent and Coleg Cambria became the Trailblazer colleges for the FE sector to implement the TrACE Toolkit and in doing so would contribute towards a whole-institute, trauma-informed model which prioritised staff wellbeing alongside student wellbeing. This work was about building on the wealth of existing work and practice and working in collaboration to recognise what has been achieved and where there may be more focussed effort.

To consider the early successes and learning opportunities of the Trailblazer's, a [process evaluation](#)⁸ was carried out (ACE Hub Wales, 2023) and the findings supported a proposal for wider roll out of the TrACE Toolkit to the FE sector. Continuation funding was granted in 2022 that enabled the extension of support to an additional 11 colleges meaning that 13 colleges in Wales received support in implementing the TrACE approach through to the end of the 2023/24 academic year.

7 Trauma and ACEs Informed Higher Education in Wales Vision Paper, [Trauma and ACEs Informed Higher Education in Wales Vision Paper - ACE Hub Wales](#), accessed on Friday 5th July 2024

8 Introducing the TrACE Toolkit into the Further Education Sector, [Introducing the TrACE Toolkit into the Further Education Sector - ACE Hub Wales](#)

2.1 Flagship Products

To date some of the key pieces of work undertaken with the sector include:

- **TrACE Playlist**

This is a portfolio of online resources that can be accessed by the 13 FE Colleges in Wales. The [Playlist](#) was developed collaboratively through an Expert Reference Panel that had representation from the FE sector as well as Welsh Government colleagues. The Playlist is hosted on Welsh Government's Hwb, which is an online resource portal for all education staff in Wales⁹.

- **Co-produced Training – Train the Trainer (TtT) Model**

ACE Hub Wales have been committed to supporting the sustained delivery of trauma and ACE informed training for the FE sector. This was done by using a Train the Trainer (TtT) model to roll out the co-produced two-phase training resources across the FE sector. The training is delivered to college nominated staff by ACE Hub Wales through a TtT model so that the staff can cascade this out across their organisation. The TtT model has been facilitated to include an opportunity for conversations and reflections on the training material and content to give staff the confidence and encouragement to deliver the training across their organisations.

- **Project Delivery Board (PDB)**

A Project Delivery Board (PDB) has been established to provide strategic oversight of the TrACE programme of work within the FE sector and support operational delivery through collaboration, underpinned with the principles of co-production and co-delivery. The PDB membership has evolved over the years, in the early stages of this work there was representation from operational and strategic leads and in the latter stages of this work the aim has been for the membership to be more strategic focussed as the Community of Practice enables a space for operational leads. The PDB is chaired by the ACE Hub Wales with representation from each of the FE colleges in Wales and Welsh Government Further Education Post-16 Department.

- **TrACE Community of Practice (CoP)**

In December 2022, a national TrACE Community of Practice (CoP) was established in Wales. The CoP was designed to connect and inspire people and allow members the opportunity to share good practice, learning and to provide a network to explore cross-sectoral issues. The CoP engages operational leads from multiple sectors including Further Education, Higher Education, Substance Misuse, Criminal Justice, Housing and Social Care.

⁹ <https://hwb.gov.wales/> accessed: Wednesday 5th June 2024

3. Evaluation Methodology

In September 2023, Paperboat Consulting were commissioned to undertake an evaluation of the support provided by the ACE Hub Wales to implement the TrACE Toolkit in the FE sector across Wales. This report outlines the findings of this evaluation.

Paperboat embarked on a participatory evaluation process, that took a summative approach which means it considered the overall achievement of the work during the period being evaluated. This approach enabled reflection upon the effectiveness of ACE Hub Wales activities and learning experiences as well as formative (forward-looking) to support strategic decision-making. A mixed-methods approach utilising both qualitative and quantitative data was used to triangulate perspectives across a range of stakeholders. This has included a detailed desk review of the project documentation, training materials and resources, regular feedback meeting with ACE Hub staff, participation in PDB meetings and other learning events. Together with primary data collection through the delivery of key informant interviews with ACE Hub Wales staff and further external stakeholders and the distribution of a FE Staff Survey¹⁰.

The online survey was distributed to college staff from across functional areas in 12 FE Colleges, this resulted in 32 completed surveys. Surveyed staff came from a wide range of positions within the colleges from senior leaders, lecturers to HR staff, providing a good cross-section of experiences and understanding.

¹⁰ Please note Coleg Gwent have not been part of this evaluation process as they have been heavily involved in a wider evaluation of the ACE Hub Wales TrACE toolkit.

4. Evaluation Findings

The following section provides evaluation feedback on the impact of ACE Hub Wales support to the FE sector to inform their trauma and ACE-informed journey.

4.1 Project Management

The ACE Hub Wales Project Manager has provided dedicated support to all FE colleges in Wales and the staff leading on this work. This has been through a variety of methods such as one-to-one meetings, attendance at staff meetings, senior leadership meetings and engagement with their established internal working groups. Support provided included: ongoing advice and guidance, reviewing the self-assessment tool and delivery of the TtT training. As two colleges commented: *'I met regularly [with the ACE Hub Wales Project Manager] to discuss progress/issues around training delivery.'* *'It has worked well for us to be supported to be able to navigate the trauma-informed framework'*. The evaluation noted that the ACE Hub Wales Project Manager has previously worked in a FE college and has been sensitive to the college pinch points and helped FE staff to effectively target their support to staff and learners. Analysis of feedback from interviews with FE Staff shows that FE sector staff appreciate that embedding long-term institutional change takes time. As one FE staff member said;

'this work requires a cultural shift to be successful and will take time to be achieved'.

Interviews with ACE Hub Wales staff and FE college staff show that ACE Hub Wales have been able to build on the experiences of the original two trailblazer colleges to create a model of sharing learning and good practice. As one staff member commented; *"trailblazer colleges were coming in and talking about what's working, what's not working. The constructive sort of feedback about what hasn't worked, or we need to try a different way"*. This has established a strong culture of collaboration. Participating FE colleges have felt comfortable sharing the challenges that they are facing as well as sharing their successes and good practice. Survey feedback highlighted what FE staff valued from working with ACE Hub Wales, placing value on the opportunities to share good practice:

'It has given me a good foundation to be able to work with different professionals and agencies around one goal.'

'Sharing good practice with colleagues across Wales.'

'Sharing practice, ideas and discussing challenges.'

'Involvement with other networks.'

'The partnership working of colleagues and experts.'

'Working collaboratively has been really useful.'

'Where collaboration across the sector can inform a policy that works to understand and promote people's social and emotional wellbeing.'

'The most valuable experience has been coming together with like-minded people going through similar experience trying to implement change in their organisation.'

FE College staff member

4.2 Supporting the self-assessment and action planning

ACE Hub Wales has supported colleges to complete the self-assessment tool and establish an internal working group to drive this work within their college. This has led to 10 FE Colleges completing the self-assessment tool, with a further three working towards completing elements of the self-assessment tool. Regular communication and engagement with the ACE Hub Wales Project Manager has ensured that the commitment to TrACE has remained live.

There has been a phased approach across the sector in completing the self-assessments. The initial year of funding supported the two trailblazers following the success of the original pilot college. When the support was offered more widely, some challenges to completing the self-assessment became apparent, and through support of the CoP and the PDB, college leads shared that some of the pressures such as lack of internal support, feeling under prepared and sometimes overwhelmed with the enormity of the task alongside trying to get the training rolled out across a sizeable workforce. Through the PDB, it was agreed that the training offer would be paused until all colleges completed their self-assessment so that each college had an action plan in place to support the wider commitments to the TrACE Toolkit such as upskilling and supporting staff. This approach resulted in a further seven colleges completing their self-assessments. During this phase, college leads also shared that there were still some competing demands of their roles with the ongoing impact of the pandemic, and this also resulted in delays. Although the initial stages of this work were impacted by the ongoing demands of the pandemic it was suggested that COVID has helped to create some culture change through the experience of navigating this demanding environment and increased sensitivity around the need to continue to support staff and learners' personal well-being. Using the CoP, ACE Hub Wales have heard and listened to how colleges have competing demands and are working in pressurised environments, so recognise it can be hard to prioritise this work without the involvement and support of key people in the organisation.

As the work progressed, ACE Hub Wales continued to support 8 colleges to focus on ensuring the active engagement of their internal working groups, with a further 4 working towards completion of the self-assessment. Some are still at the preliminary stages of establishing working groups, whereas others are starting to review and update the self-assessment tool based on reflections of their initial learnings. The evaluation noted that it was important for working groups to have representation from the senior leadership team to push any changes forward. As one survey respondent said; *'it must be led at senior level to be successful'*. A further college noted; *'we have the commitment from SLT to be a trauma-informed college'*. Greater engagement from senior leaders has helped build and sustain momentum. Where colleges have a consistent responsible person has been a key factor to increased success. Further feedback from Adult Learning Wales suggested the importance of a bottom-up approach to cultural change, where input and feedback from employees inform training initiatives and organisational practice.

'We are embedding the expectation to be more trauma-informed into our policies.'

Senior leadership member

Some internal working groups have been formed solely within the parameters of their health and wellbeing teams whereas other colleges have worked hard to engage as many different departments as possible. One internal working group has engaged the college senior leadership team, wellbeing team, marketing team, student services, additional learning needs team and curriculum representatives. Another internal working group has engaged their executive team, curriculum management team, quality assurance team, student's union and business support representatives. Feedback from the PDB suggested once an internal work group is established it would be helpful to have a representative against each of the six TrACE toolkit domain areas as this has shown to add value to making changes in a universal way across the organisation.

The TrACE toolkit domain areas of Policies and Procedures and Workforce Training and Support have been seen as the common entry points for action planning. Examples of how colleges have begun to facilitate this process have been: staff training, updates via a central staff portal, consistent messaging through team updates and policies, communications through Curriculum Clusters and through Faculty and service management teams.

Language changes appeared to be a common first step in encouraging culture change, renaming college policies to incorporate more inclusive language, such as one college renaming their 'Return-to-Work Policy' to be called a 'Supported Attendance at Work Policy.' As one FE staff member said;

'the language we use within our HR policies and procedures, through our review programme, we will be refreshing these with a trauma-informed lens'.

A further college spoke of positive steps to implement changes in their practice;

'A culture shift can be seen in the way that prospective candidates are supported through the interview process. Candidates are now given interview questions an hour prior to their interview, to put candidates at ease and better support them. This has been exceptionally positive, particularly for candidates with neuro-diversity.'

ACE Hub Wales acknowledged that action planning provided the opportunity for significant synergy with other college work priorities such as their wellbeing strategies, wider work within health and wellbeing such as COVID recovery, anti-racism action plan and Peer-on-Peer harassment. As one survey respondent fed back; *'We have recently started our journey with the anti-racism action plan and this would be underpinned by the trauma informed approach'*. Colleges were supported by both Welsh Government and ACE Hub Wales to ensure that their Wellbeing Strategies were written with a trauma-informed lens. As one college noted;

'TrACE action planning is included in other action plans (e.g. wellbeing and mental health), we do not have a separate action plan.'

Another college felt that action planning brought:

'reassurance and confirmation that TrACE is the umbrella to all other initiatives.'

'We are working to change hearts and minds, change systems, cultures and people's views'

Welsh Government

Feedback showed that individual college action planning is constantly evolving as the demographics and needs of their student body changes. For example, one college have undertaken a review of their college policies following a learner bereavement. This policy review has explored wider bereavement issues, particularly for those who are asylum seekers and refugees. This has led the college to consider different more person-centred approaches when responding to needs of learners.

4.3 Training

ACE Hub Wales committed to delivering a TtT trauma and ACE-informed training across the FE sector through a Phase 1 and Phase 2 Training Package. ACE Hub Wales have trained over 180 FE staff through the TtT model. ACE Hub Wales have also provided opportunities for trained staff to shadow and co-deliver the training to help staff feel confident going forward to roll out the training in their college, with the aim being that this will help ensure consistency. Feedback from the original trailblazer colleges suggested that some staff who have previously attended the TtT course felt a lack of confidence when they needed to deliver training in their own organisations and therefore were less likely to put themselves forward internally to train others. ACE Hub Wales have supported 10 individual colleges to develop training strategies to ensure there is a long-term plan in place to deliver TrACE training across college staff teams. As one college commented;

'meaningful change cannot happen overnight, we need to take a staged approach in rolling out training and development across the college and its departments. This has been laid out in a 5-year training strategy.'

Participants who attended the TtT sessions highlighted the need for a sector wide training network which ACE Hub Wales has committed to developing in their delivery plan for 2023/24. One of the primary goals is to foster peer support for troubleshooting and problem solving that is directly linked to training. In addition, to share capacity in future to support and co-deliver training. It will also serve as a mechanism to continue to review training materials in light of feedback and cascade any future developments to those delivering the training in the colleges.

4.4 Collaborative working

A key strength of the ACE Hub Wales approach has been the focus on meaningful engagement and co-creation in resource development, informed by sector needs identified through the PDB and the wider CoP.

Project Delivery Board (PDB)

The ACE Hub Wales Project Manager has played a particularly pro-active role in facilitating the Project Delivery Board (PDB) to fully engage members and encourage their participation. A Term of Reference (ToR) for the PDB was developed in September 2023, in collaboration with members, to clearly lay out its purpose, remit, membership, member's commitment and governance¹¹. The development of the ToR helped to create a safe environment for members to share learning to support individual college's trauma-informed work. Although there is recognition from PDB members that embedding trauma-informed work takes time, the PDB has provided a space to

11 ACE Hub Wales, *TrACE Further Education Project Delivery Board Terms of Reference 2023/24*, Sept 2023

share their incremental achievements and enable colleges to share resources and experiences, as well as challenges.

'We want working in a trauma-informed way to become part of the naturalised approach'

Project Board Member

The PDB have successfully supported the co-production of additional tools to support the FE sector and others on their trauma-informed journey (see Resources developed with FE sector below for more details). The evaluation noted that the consultative process that has been facilitated by the ACE Hub Wales through the engagement of the PDB has helped to ensure resources are well placed and develop tools that would be beneficial and relevant for stakeholders.

Spotlight: Collaborative working

ACE Hub Wales Project Manager facilitated a workshop with the HR team at Coleg Sir Gar. This was an opportunity to promote the ACE Hub Wales Guidance for Trauma-informed Policy and Practice, a tool co-produced with FE colleges in Wales, to help review current organisation's policies. The session incorporated real-life case studies, using colleges current policies, which then followed with the group starting to review the Policy through a trauma-informed lens. *'The feedback was incredible, the way you bring such a difficult topic to life is infectious, the delivery was perfect with making it personalised whilst looking at the policies.'*¹²

Community of Practice (CoP)

FE representatives have been regular attendees at the TrACE Community of Practice (CoP) and taken the opportunity to present their work and share their learning with others from different sectors. The CoP has provided an excellent mechanism by which to spotlight successful organisational processes around governance and action planning. ACE Hub Wales are continuing to use the CoP to promote the whole system's approach to connecting with others and the FE representatives are playing a crucial role in this work. As part of this work, Coleg Sir Gar supported an ACE Hub Wales report launch event for the [Trauma-Informed Communities](#) report where the college contributed by sharing their TrACE journey. This provided an opportunity for the college to connect with other projects in their local area.

'We want to keep the subject alive with staff in their teaching and learning practices, in lessons and when talking to learners around college'

CoP Member

12 Director of Learner Experience, Coleg Sir Gar

In-person events

ACE Hub Wales have been able to facilitate further in-person workshops and events for the FE sector in Wales. Most notably, ACE Hub Wales delivered a series of Roadshow events across Wales to explore how success can be measured when changing the culture of the organisation to become trauma-informed. The aim of this work was to collaboratively co-produce a [Guide for Creating TrACE-informed Success Indicators](#) designed to be transferable across multiple sectors.¹³ To support the co-production of the guide, ACE Hub Wales delivered a series of Roadshow events with FE colleges across the four regions of Wales engaging 88 FE staff from a diverse range of college departments, as well as delivering a senior leadership online session with 15 Principals and strategic leads. ACE Hub Wales ambition was to see success indicators developed as part of the TrACE-informed toolkit when considering the Monitoring and Evaluation domain of the self-assessment. ACE Hub Wales have encouraged FE colleges to consider monitoring and evaluation in the Action Planning phase of the TrACE journey.

Feedback from the Roadshow events highlighted that FE colleges should measure the impact of this work by utilising existing monitoring and data collection where possible. This might include service user/staff surveys, collaborative events/activities, reviewing policies and planning, community forums, tracking and progression systems to aid efficiency and workload. Colleges should be encouraged not to reinvent the wheel and understand where existing mechanisms can map success. The Roadshow highlighted a rich range of data collection already exists, such as online learner profiles, that can demonstrate the implementation and success of trauma-informed processes. Feedback suggested that where colleges have limited capacity for ongoing monitoring, there is potential to offer further support to create and implement success indicators.

In addition to the Roadshow, further in-person events have also been delivered to support the FE sector. This included two inset days at Coleg y Cymoedd. The first day was an introduction to TrACE approaches, which generated significant interest, engaging over 130 staff members. The second workshop, facilitated by the ACE Hub Wales Project Manager, was targeted at tutors to help them to consider TrACE approaches when working in the classroom, attended by over 25 teaching staff. Feedback suggested this has been an effective mechanism for engaging staff from a wide range of function areas within the college.

13 <https://acehubwales.com/wp-content/uploads/2022/07/Creating-TrACE-Success-Indicators-Guid-ance-English.pdf> accessed: Tuesday 4th June 2024

4.5 Co-production of additional tools

ACE Hub Wales have continued to co-produce additional tools and resources with the FE sector and wider stakeholders. Table 1 below provides an overview of the resources developed with the support of the FE PDB and CoP.

Table 1: Resources developed with FE sector:

Resource Title	Background to resource
Guidance for Trauma-informed Policy and Practice	Coleg Gwent and Coleg Cambria worked with Wrexham University and ACE Hub Wales, to co-create a guidance document exploring Trauma-informed Policy and Practice to support organisations looking to become trauma and ACE informed
Introducing the TrACE Toolkit to the Further Education Sector	Coleg Gwent, Coleg Cambria and the CoP worked with external consultants Team Support and Training Ltd and ACE Hub Wales, to record valuable insights from the experiences of the trailblazer colleges to create a report around introducing the TrACE toolkit into the education sector.
Physical Environments Guidance and Statement of Commitment	The TrACE CoP currently have task and finish groups (with representation from the FE sector) working on developing Physical Environments Guidance, which will come with a visual aid in the form of an animation, and also a Statement of Commitment Guidance.
Success Indicator Guides	The FE colleges have helped to co-produce a Success Indicator Guide and Action Plan which will assist organisations to address the TrACE Toolkit Evaluation and Monitoring domain area as they develop their trauma-informed work moving forward.
E-learning	In the development of the ACE Hub Wales e-learning package, the FE PDB were given the opportunity to feedback on the online training package as this will be made available in the future for colleges to offer e-learning opportunities.

4.6 Engagement with the colleges

The following section provides evaluation feedback on the impact of ACE Hub Wales engagement with FE colleges in Wales.

Train the Trainer (TtT)

100 per cent of FE staff surveyed as part of this evaluation had completed the TtT sessions. 80 per cent of surveyed staff said they found the training somewhat useful or extremely useful. FE staff voiced considerable benefits of participating in the training, particularly around becoming more empathetic to learner's need.

Sample feedback included;

- The training has helped me understand reasons for individual's behaviour and adapt how I respond to these. This has resulted in a more empathetic response towards the learners.
- I am more considerate of possible reasons behind behaviours and reactions, and more aware of how past trauma can impact these.
- I'm more mindful of the emotional and/or psychosocial needs of learners. Now, I more frequently ask them about topics that they're comfortable talking about and give them options to de-personalise responses in class, so they don't have to share sensitive personal information about themselves.
- I realise how widespread the impact of trauma can be. I am able to recognise signs of trauma displayed by learners and staff. Using these skills and information when dealing with behaviour as a result of trauma, ensuring not to add to a person's trauma. Careful choice of words to not hinder recovery.

The TtT model has been an effective way of disseminating trauma and ACE-informed learning across the FE college network. As the TtT model has evolved, it has incorporated space for staff to practice and try out aspects of training delivery, helping staff to gauge how it feels to deliver training and the level of preparation that is needed. Trained staff recognise how sensitive the training process can be and how it can result in unlocking residual trauma amongst staff members. As one surveyed staff member noted:

'While delivering training, I've received a lot of questions from teaching staff regarding secondary/vicarious trauma which they've experienced while teaching/mentoring or which other learners may experience while listening to narratives from TrACE learners'.

Trained staff recognise it is important to build in the time and space for reflection amongst staff to process any issues that arise through the training experience.

'Taking a trauma-informed approach now forms part of our overall assessment of a situation when a learner presents with an issue. We now consider the wider issues that may lie behind a particular situation'.

Trained FE staff member

Colleges are at different points of their training strategies, it has been positive to see the delivery of some cross college attendance in TtT sessions, which has enabled institutions to share resources, knowledge, and learning. The forthcoming training network will help to provide peer support for trainers and to have a mechanism to capture feedback and to disseminate any amendments to the training and it will also help with resourcing and sustaining this work beyond the lifetime of this project.

Spotlight: Coleg y Cymoedd Training Experience

When embarking on their trauma-informed journey Coleg y Cymoedd set the ambitious target of training 820 staff members, with the objective of them all to become aware of TrACE approaches, so they can reflect on their own practice. The ACE Hub Wales Project Manager was able to support this process by participating in an inset day to provide 20-minute snapshots of trauma-informed approaches to cohorts of teachers (with a 15-minute exercise and 5 minutes of questions), to help increase engagement and understanding with staff. Coleg y Cymoedd successfully trained 52 staff through the TtT programme with staff from each curriculum area, as well as each functional support area. By May 2024, 594 college staff had completed the Stage 1 training and 133 staff had completed the Stage 2 training. The college experienced really good engagement from all functional areas. The college are working to ensure TrACE training is part of their compliance training for all staff moving forward.

Further feedback on the delivery of training from surveyed FE staff was:

- It would be good to have self-guided modules on our staff moodle 14 site for use during annual staff training weeks.
- We need more training or research into pedagogical techniques for applying what we've learned from the TrACE approach/framework.
- Delivery of focus groups to ensure that TrACE continues to become part of the culture of the college.

The evaluation has clearly illustrated the value that TrACE training has provided in increasing buy-in from staff around the value of the work. As one college noted, working to revise college policies, alongside delivering TrACE training, has helped to change mindsets towards behaviour and discipline and prompted staff to be more supportive. The policy changes have helped reinforce the delivery of training around behaviour strategies. As one staff member commented;

'It helps us understand what we do as 'teachers' so we can get rid of 'our' poor behaviour'.

One college reflected that it is those that had participated in the TtT sessions who were often the most engaged members of staff, who recognised the value of this

14 moodle is an open-source Learning Management System used as a platform for learning in the FE sector

work and had the impetus to push through change. This highlights the importance for consideration as to the most appropriate staff to be prioritised for training and to ensure their identification and selection is reviewed.

Spotlight: Adult Learning Wales Training Experience

Adult Learning Wales have recorded strong evidence to show that the training of staff in TrACE-awareness has created a more empathetic, understanding and supportive workforce. Feedback shows that staff have taken time to make less assumptions about given behaviour of students and take more consideration over positive questioning and getting to know learners. *'I am more considerate of possible reasons behind behaviours and reactions, and more aware of how past trauma can impact these'. 'I now give thought to whether a topic may be problematic for someone who may have experienced trauma'.*

To further improve their training offer they have implemented some additional internal training, 'double empathy training' to ensure greater understanding of the nuance of communication between neuro typical people and those who are neuro diverse, and how information can be lost in translation.

Several colleges are keen to invest time in further research to explore the impact of TrACE training and their trauma-informed work. Adult Learning Wales are currently undertaking an action research project to demonstrate the impact of trauma-informed training for staff.

Engagement with the Project Delivery Board (PDB) and TrACE Community of Practice (CoP)

ACE Hub Wales have successfully facilitated regular PDB and TrACE CoP meetings. Both meetings are well attended by the FE Sector across Wales. The participating colleges greatly value the opportunity to participate in these forums and recognise they play a key role in supporting their college's ongoing trauma-informed journey and keep this work on the agenda.

The members of both these groups have shared some benefits of being involved including:

- Sharing of best practice across all colleges
- The Board has allowed the opportunity to discuss approaches and research and hear how other organisations are implementing the approach within their colleges.
- Have a deeper understanding of what trauma-informed means
- Keeping abreast of developments and practice

"I understood how practice was being put in place in other institutions and learned from what they have tried."

Project Delivery Board Member

As part of the CoP there was a call for smaller regional face-to-face meetings to foster support from others in different sectors who are on a similar TrACE journey. This will be a positive development for the FE sector, as they recognise the importance of engaging with other services and organisations within their local context, to ensure the learners and staff that they work with are supported beyond the college environment.

The Roadshow events were well-received by FE sector staff. The process provided an ideal way to energise the sector and has enabled staff, wherever they are on the trauma-informed journey, to feel supported by the Hub to further sustain and embed their practice. It created a safe space for a range of staff from different college functions to come together and share experiences, bringing together those at different stages on their trauma-informed journey. The events provided a further springboard for those who had previously accessed ACE learning events to recognise how they can meaningfully implement this work.

Feedback from the Roadshow event illustrated that capturing the impact of this work is challenging in large, complex, fast-moving institutions, particularly in relation to longer-term changes such as culture change. It can be hard to capture nuanced localised institutional progress. The Roadshow events evaluation reinforces the recognition that FE colleges must ensure trauma-informed approaches are in place to support both staff and learners. Participants felt it was crucial that the principles and values of TrACE are embedded in the data collection process, engaging a wider range of stakeholders in safe and trauma sensitive ways. Although learners were invited to participate in the Roadshow events there was only limited representation. This highlighted the recognition that it is important to ensure that colleges actively engage learners in the development of their trauma-informed journey.

The PDB played an active role in verifying the outcomes of the Roadshow events and providing further insights into the development of the success indicator guide. The document includes a guidance note as well as a separate action plan template. The final guidance was launched at the ACE Hub Wales Conference in February 2024.

One PDB member suggested that making TrACE approaches a statutory requirement within the FE sector would help build more traction within senior leadership teams to move this forward. Although this is not currently being considered by Welsh Government; it does highlight the important role that the Project Delivery Board and its members can play in providing a voice for learners and staff to help advocate for change across the FE sector.

4.7 The role of the Regional Lead

Several colleges cited the value of the support provided by the Regional Lead in South Wales¹⁵ to bring different colleges together and share their experiences on an individual college level. This role was funded from the Welsh Government Post 16 Regional Projects Funding that colleges access directly and the South East Wales region saw an opportunity to combine the regional project lead with the TrACE project. Commencing in December 2022, one of the aims of the Regional Lead was to support the TrACE ambition, by enabling the regional role to focus on six of the 13 colleges to support them in embedding the TrACE approach. Support provided by the Regional Lead has included facilitating a range of staff workshops, such as training around behaviour support with a trauma-informed lens, training around supporting attendance with a trauma-informed approach and training for teaching and learning coaches around managing behaviour through a trauma-informed practice. Over time it was hoped that the six colleges within this region would require less support and guidance from ACE Hub Wales as the Regional Lead would take the lead in delivering TtT sessions as well as supporting those cascading the training into those colleges.

ACE Hub Wales considered this regional model a good solution for sustainability and therefore proposed to extend this approach by including in the final year of funding proposal to recruit a further Regional Lead for the South-West Region. This post was advertised by the colleges both internally and externally however unfortunately there was no interest in the role and ACE Hub Wales believed this was due to the timing of recruitment and the short-term nature of the role. A secondary approach to share this role across representatives from each of the four colleges that were to be supported was suggested, however again there was no uptake. Whilst this has not worked out as intended, it is still believed to be a good model for sustainability however longer-term funded roles would likely be more successful.

15 The Regional Lead for the FE Sector specifically focusing on working with St Davids, Coleg Gwent, Bridgend, CAVC, Coleg Y Cymoed and Merthyr College.

5. Summary of Learning

The evaluation has identified the following learning;

Trailblazer approach

The trailblazer model of delivery can be seen as an essential building block for the success of this work. This has played a pivotal role in providing peer support and learning to other colleges. It has created a culture of collaboration where FE staff are encouraged to share their experience on a college level. Colleges further along their trauma-informed journey are helping to create a navigable pathway of development for other colleges.

Train the Trainer (TtT)

FE colleges have highly valued the TtT experience. FE colleges recognise that the TtT offer has been the springboard for understanding the benefits of trauma-informed practice and gaining institutional buy-in. FE staff noticed a notable change in their levels of empathy and adopting a person-centred approach towards both staff and learners following the completion of the training course. The TtT sessions raised the need for further training in pedagogical techniques to support trauma-informed teaching and learning in colleges. There has been some cross college attendance in training which has enabled institutions to share resources, knowledge and learning.

Buy In

Some delays in establishing an internal working group and action plan have been because of limited senior leadership involvement or 'buy in' from the beginning. This has meant staff teams have had to re-visit and review their strategies often overlaid with staff changes that further delayed progress. ACE Hub Wales have responded to some of these issues with proactive and targeted offers of support aimed at executives and senior leader team members.

Support for Staff

FE colleges recognised that a TrACE approach is as much about supporting staff as learners. HR departments and People and Culture teams are an integral part of the development process. As FE colleges move forward on their trauma-informed journey there has been recognition that staff need the space and support to process the issues that are raised through the Training for Trainer programme.

Alignment with other priority areas

FE College staff already have an intense workload that can create competing priorities. To help counter this, there has been some potential to dovetail trauma-informed work with other college priorities. This work demonstrated significant cross-sectoral opportunity for impact and complements wider work within health and wellbeing such as COVID recovery, anti-racism and peer-on-peer harassment. ACE Hub Wales and Welsh Government were able to successfully support FE colleges to ensure that their mental health strategies were written with a trauma-informed lens. The support to complete this statutory requirement has helped to further prioritise this work.

Culture Shift

This work has emphasised the need for significant culture change across colleges to enable organisations to become truly trauma-informed. This requires engagement with all levels of college staff across all departments. A commitment to becoming a trauma-informed organisation requires ongoing action planning to ensure the commitment considers the ever-evolving demographics and needs of the student body changes. Colleges must understand that long-term institutional change takes time, and taking incremental steps towards creating a trauma-informed environment is necessary.

Collaborative Leadership

There is a recognition that successful action planning should engage a multi-disciplinary team, with relevant representation from the 6 toolkit domain areas. The domain areas of Policies and Procedures and Workforce Training and Support have been effective starting points for embedding trauma-informed practices.

Cross Sector Engagement

FE College staff have valued the opportunity to be part of the PDB and CoP. These spaces have further enhanced buy-in from FE staff, created a safe space for staff to share their experiences and given FE staff the platform to give professional insights to the creation of new resources.

6. Recommendations

The report has identified the following recommendations for ACE Hub Wales and how they are able to sustain the support into their core offer:

Training & Resource Base

- Ensure the TrACE resource for senior leaders is made available with be-spoke content to meet their strategic and operational needs.
- Consolidate the TrACE training offers in colleges by disseminating the e-learning package. Promote this to be part of college's compliance training, and compatible to be uploaded onto college moodle system for self-study activities. This will ensure that the responsibility for delivering TrACE training opportunities will be cascaded on to colleges themselves, taking the responsibility away from ACE Hub Wales.
- Encourage colleges to provide space for staff to participate in face-to-face training opportunities to give staff space to address any vicarious trauma that might be exhibited.
- Continue to refresh and update all training and resources on the Welsh Government's Hwb website.
- Ensure there is a central mechanism so that current TrACE strategy and practice can continue to be distributed to the FE sector, as language and learning within this field moves quickly.

Governance

- Work to develop an exit strategy for the PDB to continue to run without the dedicated funded support of ACE Hub Wales to the FE sector.
- Work with the National TrACE CoP to establish Regional Working Groups to connect local FE colleges with other sectors to support their trauma-informed work.
- Use the National CoP to promote models of good practice around risk management, by ensuring that appropriate risk mitigation systems are in place around the consideration of vicarious trauma and staff needs. Consider conducting further research into what specific needs staff have in relation to delivering a trauma-informed approach for learners and embodying a trauma-informed culture at work.

Networking Opportunities

- Explore the development of an inter-college buddying system to provide peer mentoring between colleges further ahead in their trauma-informed journey with those at an earlier stage of development.
- Further encourage learner involvement in colleges trauma-informed journey, particularly within their monitoring and evaluation processes. Look at ways of using existing consultation and data gathering activities to seek feedback from learners around colleges trauma-informed work.
- Support the FE sector to develop a self-managed training network to bring together trainers from each college to support ongoing training and provide a space for reflection and development. The network should help to promote face-to-face learning opportunities that can supplement the e-learning modules. Use this network to look at the potential to build on the current cross college delivery of training.
- Continue to promote the opportunity for FE staff to participate in the TrACE CoP to increase diverse perspectives and buy-in.

Research Opportunities

- Reflect on the feedback gained through the wider ACE Hub Wales TrACE evaluation that is currently taking place, which Coleg Gwent is part of, and share the learning with the wider sector.
- Explore the potential for the newly formed FE sector training network to undertake some longer-term research to explore the impact of the delivery of TrACE training across their organisations and their ongoing trauma-informed work.

7. Conclusion

In conclusion, the evaluation has shown that to truly embed long-term, trauma-informed, institutional culture change takes time and the process needs to recognise the demanding work environment of the FE sector and remain fluid to respond to the localised demographic of the student cohort. It is evident that the investment by Welsh Government over the past four years has enabled ACE Hub Wales to support the FE sector to manage this long-term process. This has included effective resource development, the creation of forums to promote collaborative working and by facilitating a significant training offer. The Trailblazer model enabled the wider FE sector to see the potential for this work which increased interest and buy in from many others to take forward this work. A key message to continue to take forward from the work with the FE sector is to recognise the importance of senior leadership commitment to TrACE. To address this, it is important to promote the opportunity to align other strategic commitments within the trauma and ACE informed context such as anti-racism action plans, mental health and wellbeing strategies and peer on peer harassment.

The support provided by the ACE Hub Wales to implement the TrACE Toolkit in the FE sector across Wales has been well-received and the hard work of the ACE Hub Wales Project Manager has helped to galvanise a sense of momentum amongst College TrACE leads. This will help to ensure a positive springboard for longer term sustainability of this work. Feedback has already informed revisions to the training materials, provided opportunities to celebrate success and supported the creation of further resources responding to areas of identified development need. It is therefore important that engagement and feedback is enabled going forward within the future governance arrangements of this work. ACE Hub Wales have committed through their ongoing core Welsh Government funding to continue to support the FE sector by being represented on the Post 16 Mental Health and Wellbeing Group where this work will be sustained. Furthermore, a newly developed Training Network, coordinated by ACE Hub Wales will continue to support those rolling training out across the sector to reflect on their progress, address any trends in feedback and continue to capture TrACE learning that will inform any future resource developments. The FE sector have been a strong contributor to the TrACE Community of Practice and their ongoing engagement would be valuable.

It is evident that a clear infrastructure is in place to support the FE sector to sustain the TrACE-informed approach and learning found in this evaluation is transferable to other sectors which can be disseminated through the wider CoP. The evaluation has provided clear recommendations of how ACE Hub Wales can sustain its support into its core offer which again provides valuable insights for future sector wide commitments to embed the TrACE-informed organisation toolkit across Wales which will be a valuable contribution to making Wales a trauma-informed nation.

Appendix 1: Key Informant Interview Schedule

Date:

Name of interviewee:

Position held in organisation:

Organisation:

Interviewers:

Opening Statement

- This interview will help us assess the achievement of The ACE Hub's work against the project outcomes.
- We are an independent team of evaluators [introduce members present]
- Any information that you provide to us will be held confidentially - including our notes of this interview.
- Questions?

Background

1. Please briefly describe your role in your organisation, including how long you have held the role.
2. How many FE colleges have established an internal working group to support the completion of the self-assessment tool? How many have completed the self-assessment tool? How many have established an action plan?
3. In what ways have you been able to support the 13 individual FE colleges to establish their internal working groups to complete the self-assessment tool?
Prompts: What have been the challenges in providing support across the colleges? Has there been buy in from the colleges to support this work? What have been the unexpected outcomes?
4. How successful have the working group been to support the completion of the self-assessment tool?
Prompts: What have been the challenges? What have been the unexpected outcomes?

5. For those colleges that have not completed the self-assessment tool what have been the challenges/barriers to completion?
6. In what ways have you been able to support colleges to develop an action plan to support their trauma informed work?
7. What opportunities have you provided to enable college staff to link with other organisations working with the TrACE toolkit?
8. Can you provide an overview of the role of the Project Delivery Board and the Community of Practice play in supporting the ACE Hub's work with the FE sector to embed TrACE Approaches.
Prompt: Do you have records of the Project Delivery Board and Community of Practice meetings?
9. What support have you provided to the Project Delivery Board and the Community of Practice to share best practice?
10. What support have you provided to the Project Delivery Board and the Community of Practice to develop additional resources?
11. Have you been able to support increased engagement from newly trained and operational staff to participate in the Community of Practice? If so, how?
12. Can you describe how you have been able to support the development of success indicators to support this work?
13. How have you been able to work with the Project Delivery Board to establish a set of success indicators for this work? If so, how.
14. Were you able to deliver an online event for college principals around success indicators and understanding the case for change? If yes, please provide details.
15. How many Phase 1 and Phase 2 training packages have you delivered?
16. Prompt: Do you have records of the type/role of college staff that completed the training? Did you complete any learner feedback?
17. Have you delivered any further in-person events to share learning?
18. Prompt: Did you complete any learner feedback? Have you got any evidence of increased knowledge and understanding of TrACE work amongst event participants?

Appendix 2: FE Staff Survey

The ACE Hub Wales has been working with the FE sector to embed a TrACE Approach since 2020. This work was initially focused on two trailblazer colleges to pilot the ACE Hub Wales TrACE Toolkit, which included specific FE resources which formed a Playlist hosted on the Welsh Government Hwb platform for the sector's use going forward.

Due to the success of the trailblazers, additional funding was awarded by Welsh Government's Post 16 Education department to extend the TrACE approach across the whole sector, supporting 13 colleges across Wales.

We are taking this opportunity to undertake an evaluation of the work undertaken by the ACE Hub to support the FE sector. The evaluation will enable project staff and stakeholders to assess the project's key achievements, challenges, and lessons learnt.

This is also your opportunity to share your views of your experience of the work of ACE Hub Wales to support the long-term sustainability of your trauma informed work and the development of recommendations to guide future work.

We encourage you to add any anecdotal feedback of your experiences of TrACE work within the survey.

1. Which college do you work at? (multiple choice)
2. Please describe your role within the college?
3. How long have you work at the college?
4. Have you been offered the opportunity to participate in Trauma and ACE (Trace) Training at your college?
5. Did you participate in the training?
6. Can you provide any examples of how you embedded the trauma informed approach in you work/practice since participating in the training? Consider changes before and after your training.
7. In what ways do you feel your college has become more trauma informed?
8. Has your college established an internal working group to support the completion of the self-assessment tool and the development of your trauma informed work? Yes/No/don't know
9. If yes, what departments are represented in your internal working group?
10. Has your college completed the TrACE self-assessment?

11. Did you take up the offer of support by the ACE Hub Wales/Project Manager?
12. If yes, what type of support?
13. If yes, did you find this useful? Extremely Useful, Somewhat useful, Not Sure, Not so useful, Not at all useful
14. Have you developed an action plan to support your trauma informed work? Yes/ No/Don't know
15. If yes, how is the Action Planning for TrACE work and messaging being cascaded through the college?
16. What areas of college life does the Action Plan cover?
17. What opportunities have you had to link with other organisations working the TrACE toolkit?
18. Have you been involved in any of the following in relation to TrACE;
 - a. Project Delivery Board
 - b. TrACE Community of Practice
 - c. Training
 - d. TrACE workshops
 - e. Other (please specify)
19. Have you been able to support any newly trained and/or operational staff to participate in the Community of Practice? Yes/No If Yes, please provide details.
20. Has your involvement in the Project Delivery Board/Community of Practice/ Training increased your knowledge and understanding of trauma informed work?
21. If yes, how and in what ways?
22. What have you found particularly useful about your involvement in the TrACE work?
23. Through your involvement in the TrACE work have you been able to support the development of any of the following additional resources alongside ACE Hub Wales? FE Training Phase 1 & 2. Policy and Procedure Guidance. Success Indicator Guide.
24. Please provide any further examples of how you have shared good practice around trauma informed practice with others
25. Please provide any further suggestions on how your college can continue to embed and sustain its trauma informed work

For further information please contact ACE Hub Wales

Address: 2 Capital Quarter, Tyndall Street, Cardiff, CF10 4BZ

Email: ACE@wales.nhs.uk

Website www.acehubwales.com

ISBN: 978-1-83766-530-3

© 2024 Public Health Wales NHS Trust.

Material contained in this document may be reproduced under the terms of the Open Government Licence (OGL) www.nationalarchives.gov.uk/doc/open-government-licence/version/3/ provided it is done so accurately and is not used in a misleading context. Acknowledgement to Public Health Wales NHS Trust to be stated. Unless stated otherwise, copyright in the typographical arrangement, design and layout belongs to Public Health Wales NHS Trust.